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ABSTRACT

This manual is designed as a guide for the initial training of raters and referees in holistic evaluation of writing samples. It is intended for use by a single trainer in a group of twelve (nine raters, three referees) trainees. The manual is divided into sections corresponding to the procedures to be used in the training sessions. The left hand pages contain the trainer's text, and include general directions and special points of interest. The right hand pages contain reprints from the Trainee Handbook. Basic information about holistic evaluation of writing samples is provided in the form of questions and answers. Ratings of exemplary essays are included. (Author/GK)

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TRAINING MANUAL FOR THE WRITING SUBTEST OF THE FLORIDA TEACHER COMPETENCY EXAMINATION

Procedures for Training Raters and Referees in Holistic Evaluation of Essays Written for The Florida Teacher Competency Examination

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VOLUME TWO OF FIVE

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TABLE OF CONTENTS

Page

OVERVIEW

I. Explaining the Process of Holistic Evaluation.....1

II. Introducing the Rating Criteria.....3

III. Rating the Exemplary Essays.....9

IV. Determining the Effectiveness of the Training.....43

V. Concluding the Training Session.....67

Appendix: Trainee Handbook

OVERVIEW

Purpose. This manual has been designed as a guide for the initial training of raters and referees in holistic evaluation of writing samples. It is intended for use by a single trainer in a group of about twelve trainees (usually nine raters and three referees).

Format. The manual is divided into sections corresponding to the specific procedures that will be used in each training session. The left hand pages contain a text for the trainer and include both general directions, in lower case type like this, and reminders and special points of emphasis, IN UPPER CASE TYPE LIKE THIS. The right hand pages contain reprints from the Trainee Handbook, corresponding to whatever step in the training procedure is being undertaken. In cases where no material from the Trainee Handbook is being used, the righthand pages are blank.

Time Limits. Each training session should last approximately two to two-and-a-half hours, depending on differences in groups. Trainers are urged to adhere, within reason, to these limits, since the concentration required for successful training is likely to wane if the session is unduly extended.

I. EXPLAINING THE PROCESS OF HOLISTIC EVALUATION

This section contains some basic information about holistic evaluation of writing samples, in the form of questions and answers.

PRESENT THE INFORMATION TO THE TRAINEES IN THE ORDER IT IS WRITTEN AND DISCUSS IT WITH THEM, ANSWERING ANY QUESTIONS THEY MIGHT HAVE. DON'T FEEL OBLIGED TO READ THE MATERIAL VERBATIM. PUT IT IN YOUR OWN WORDS IF YOU WISH.

What is holistic evaluation?

Holistic evaluation is an established procedure for rating writing samples. It has been used for many years by professional testing agencies, such as the Educational Testing Service and the College Entrance Examination Board.

How does it work?

Each reader, or rater, reads a writing sample once, obtaining an impression of its overall quality. He or she then assigns a numerical rating to the paper, based on his or her judgment of how well it meets a particular set of rating criteria.

How is it different from analytical evaluation?

Analytical evaluation entails close attention to specific features of a piece of writing, which takes a good deal of time and yields a detailed assessment. Holistic evaluation is based on impressions of a piece of writing as a whole, so it occurs more quickly and produces a less detailed assessment.

Are there different versions of holistic evaluation?

Yes, there are several different versions, depending on the purposes of the evaluation.

Which one are we going to use and why?

We are going to be using that version of holistic evaluation known as general impression marking because our task is, ultimately, to rate a large number of essays according to their overall competence. General impression marking is the best holistic procedure for scoring a large number of essays written for a particular occasion--in this case, the writing subtest of the Florida Teacher Competency Exam.

Aren't general impressions bound to be subjective, and therefore unreliable?

Yes, they are subjective, but when used in accordance with certain training principles, they can be highly reliable.

THAT IS THE GOAL OF THE TRAINING SESSION. BY PRACTICING RATING SAMPLE ESSAYS AND DISCUSSING RATINGS, THE GROUP WILL BE SEEKING TO ESTABLISH A CONVERGENCE OF SUBJECTIVE JUDGMENTS AT A HIGH LEVEL OF RELIABILITY.

THE KEY FACTOR IN ACHIEVING HIGH RELIABILITY, OR CONSISTENCY, IS TRAINING. IT IS VERY IMPORTANT, THEREFORE, THAT EVERYONE BE WILLING TO WORK TOWARD THE GOAL OF ATTAINING A HIGH DEGREE OF CONSISTENCY IN RATING ESSAYS. THIS ENTAILS FOLLOWING UNIFORM PROCEDURES, STRIVING TO DEVELOP LIKE RESPONSES, AND APPLYING THE RATING CRITERIA RIGOROUSLY TO EACH ESSAY.

SOME ENGLISH TEACHERS MAY GIVE GREATER WEIGHT TO CERTAIN FAULTS OR VIRTUES IN WRITING THAN OTHER ENGLISH TEACHERS: SPELLING, PUNCTUATION, SENTENCE FRAGMENTS, PENMANSHIP, TOPIC SENTENCES, AND SO ON. FOR OUR PURPOSES, SUCH PERSONAL STANDARDS WILL BE INVALID AND MUST BE PUT ASIDE IN FAVOR OF UNIFORM IMPLEMENTATION OF THE RATING CRITERIA.

ASK THE TRAINEES IF THEY UNDERSTAND THIS REQUIREMENT OF THE TRAINING AND IF THEY ARE WILLING TO ABIDE BY IT. DISCUSS THEIR REACTIONS TO IT, IF THERE ARE ANY.

What scoring system will we be using?

The scoring system for evaluating essays written on the Florida Teacher Competency Examination is as follows: each essay will be read independently by three raters, who will assign it a rating of 1, 2, 3, or 4, depending on his or her judgment of its overall

competence. (We will look at what these ratings mean in a minute when we discuss the rating criteria.) If one of the three ratings differs from any other by two or more, or if the three ratings are some combination of 1 1 2, the paper will be sent to a fourth rater, or referee, who will read it and assign it a rating. This rating will then replace the most discrepant one. (We will look at this procedure a bit more carefully later in the training session.) The sum of the three ratings for each paper--either the three original ones, or two originals and a referee's substitute--is its final score. The range of scores for each essay is thus 3 at the low end to 12 at the top.

II. INTRODUCING THE RATING CRITERIA

PASS OUT THE TRAINEE HANDBOOKS. ASK THE TRAINEES NOT TO LOOK AHEAD IN THEM SINCE THE TRAINING DEPENDS ON A SEQUENTIAL READING OF THE MATERIAL, IN THE ORDER IT IS PRESENTED.

TRAINER'S NOTE: IT IS CRUCIAL THAT THE TRAINEES READ THE ANNOTATIONS TO THE EXEMPLARY ESSAYS ONLY AFTER THEY HAVE RATED THE ESSAYS INDEPENDENTLY.

Have the trainees look at page 1 in their Handbooks--the Criteria for Evaluation of Essays.

How were these criteria chosen?

The criteria were developed to accommodate three specific conditions imposed by the writing test:

1) that they reflect those characteristics widely accepted as indicative of good writing and can thus reasonably be expected to appear in essays written by people seeking initial Florida certification;

2) that they are amenable to being "translated" into operational descriptions of levels of competence that can be used by raters as

CRITERIA FOR EVALUATION OF ESSAYS

1. Rhetorical Quality

   1.1 Unity: An ordering and interdependence of parts producing a single effect: completeness.

   1.2 Focus: Concentration on the chosen topic.

   1.3 Clarity: Lucidity of expression; lack of ambiguity and distortion.

   1.4 Sufficiency: Appropriate depth and breadth of expression to meet the writer's purposes and the demands of the particular topic.

2. Structural and Mechanical Quality

   2.1 Organization: Consistent and coherent integration and connection of parts.

   2.2 Development: Appropriate and sufficient exposition of ideas; use of detail, examples, illustrations, comparisons, etc.

   2.3 Paragraph and Sentence Structure: Appropriate form, variety, logic, relatedness of and among structural units.

   2.4 Syntax: Appropriate ordering of words to convey intended meaning.

3. Observance of Conventions in Writing

   3.1 Usage: Appropriate use of language features: inflections, tense, agreement, pronouns, modifiers, vocabulary, level of discourse, etc.

   3.2 Spelling, Capitalization, Punctuation: Consistent practice of accepted forms.

directly as the criteria themselves;

3) that they take into account the writing subskills identified by the Council on Teacher Education.

READ AND DISCUSS THE CRITERIA

Have the trainees look at page 2 in their Handbooks--the Operational Descriptions of Levels of Writing Competence.

How were these descriptions developed?

The descriptions are based on the rating criteria; that is, they use the terms which are defined in the criteria. The descriptions are an attempt to express as clearly and precisely as possible the impressions a rater has in terms of the criteria when he or she reads essays of varying quality. For our purposes, there are four levels of quality, or competence, a rater must be concerned with. There could be fewer, and there could be more. Four is the best number for our task because it provides enough degrees of distinction to be both meaningful and manageable in assessing writing competence.

READ AND DISCUSS THE OPERATIONAL DESCRIPTIONS.

OPERATIONAL DESCRIPTIONS OF LEVELS OF WRITING COMPETENCE

4. The essay is unified, sharply focussed, and distinctively effective. It treats the topic clearly, completely, and in suitable depth and breadth. It is clearly and fully organized, and it develops ideas with consistent appropriateness and thoroughness. The essay reveals an unquestionably firm command of paragraph and sentence structure. Syntactically, it is smooth and often elegant. Usage is uniformly sensible, accurate, and sure. There are very few, if any, errors in spelling, capitalization, and punctuation.

3. The essay is focussed and unified, and it is clearly if not distinctively written. It gives the topic an adequate though not always thorough treatment. The essay is well organized, and much of the time it develops ideas appropriately and sufficiently. It shows a good grasp of paragraph and sentence structure, and its usage is generally accurate and sensible. Syntactically, it is clear and reliable. There may be a few errors in spelling, capitalization, and punctuation, but they are not serious.

2. The essay has some degree of unity and focus, but each could be improved. It is reasonably clear, though not invariably so, and it treats the topic with a marginal degree of sufficiency. The essay reflects some concern for organization and for some development of ideas, but neither is necessarily consistent nor fully realized. The essay reveals some sense, if not full command, of paragraph and sentence structure. It is syntactically bland and, at times, awkward. Usage is generally accurate, if not consistently so. There are some errors in spelling, capitalization, and punctuation that detract from the essay's effect if not from its sense.

1. The essay lacks unity and focus. It is distorted and/or ambiguous, and it fails to treat the topic in sufficient depth and breadth. There is little or no discernible organization and only scant development of ideas, if any at all. The essay betrays only sporadically a sense of paragraph and sentence structure, and it is syntactically slipshod. Usage is irregular and often questionable or wrong. There are serious errors in spelling, capitalization, and punctuation.

Have the trainees look at page 3 in their Handbooks--the grid showing the association of the rating criteria and the essential competency subskills developed and mandated by the State. Note that all the subskills are, in fact, accounted for in the rating criteria and will be evaluated in the holistic rating process. (In other subtests of the Florida Teacher Competency Examination, subskills will be tested separately rather than in the context of general performance.)

BRIEFLY READ AND DISCUSS THE GRID.

FIGURE 1. How the Essential Competency Subskills in Writing are Evaluated by a Criterion Guided Holistic Rating Procedure

ESSENTIAL COMPETENCIES: Demonstrate the ability to write in a logical, easily understood style with appropriate grammar and sentence structure.

A. Differentiate between formal and informal written English.

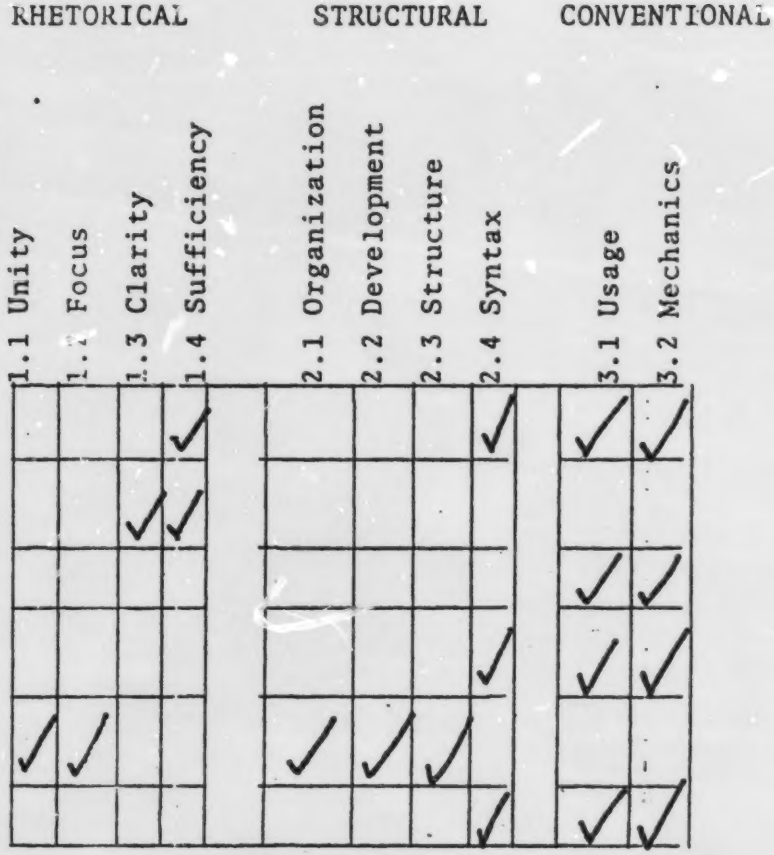
B. Use language appropriate to the topic and reader.

C. Apply basic mechanics of writing.

D. Apply appropriate sentence structure.

E. Apply basic techniques for organization.

F. Apply standard English usage.



III. RATING THE EXEMPLARY ESSAYS

The group is now ready to undertake the central step in the training process--rating sample essays holistically.

TELL THE TRAINEES THAT THEY ARE GOING TO PRACTICE RATING ESSAYS THAT HAVE BEEN SELECTED AS GOOD EXAMPLES OF VARIOUS LEVELS OF COMPETENCE IN WRITING. THE ESSAYS WERE WRITTEN BY UNDERGRADUATE EDUCATION MAJORS UNDER TEST CONDITIONS SIMILAR TO THOSE THAT WILL BE USED ON THE FLORIDA TEACHER COMPETENCY EXAMINATION. THEY HAVE BEEN RATED BY EXPERIENCED RATERS AND ANNOTATED IN ACCORDANCE WITH THE OPERATIONAL DESCRIPTIONS. AMONG THEM ARE EXAMPLES OF INCOMPETENT, AVERAGE, ABOVE-AVERAGE, AND EXCELLENT ESSAYS (ESSAYS RATED 1, 2, 3, AND 4) AS WELL AS ESSAYS WHICH STRADDLE THE BORDERLINE BETWEEN TWO LEVELS OF COMPETENCE.

EXPLAIN THAT THE GROUP WILL BE READING, RATING, AND DISCUSSING A NUMBER OF ESSAYS--9 OR 12 DEPENDING ON THEIR PROGRESS AS RATERS DURING THE TRAINING SESSION. FOR THE FIRST THREE ESSAYS, THE FOLLOWING PROCEDURE WILL BE USED:

EACH TRAINEE WILL READ AN ESSAY, ASSIGN IT A RATING, AND THEN SHARE HIS OR HER RATING AND THE REASONS FOR ASSIGNING IT WITH THE GROUP. AFTER THE DISCUSSION, THE TRAINER WILL PRESENT THE RATINGS GIVEN BY THE EXPERIENCED RATERS AND WILL READ THE ANNOTATIONS ALOUD TO THE GROUP SO THAT THE TRAINEES MAY COMPARE THEIR IMPRESSIONS WITH THE TRAINING STANDARD. FURTHER DISCUSSION CAN THEN ENSUE IF NECESSARY.

Have the trainees look at page 4 in their Handbooks--Exemplary Essay 1.

ASK THE TRAINEES TO READ THE ESSAY ONCE AND ASSIGN IT A RATING OF 1, 2, 3, OR 4, MAKING SURE THAT THEY REFER TO THE OPERATIONAL DESCRIPTIONS. MAKE SURE THAT EACH TRAINEE DOES THE RATING INDEPENDENTLY.

When the trainees have rated the first essay, ask each to report his or her rating together with the reasons for assigning it. Write each rating on the chalkboard as it is given. After the trainees have reported their ratings and discussed them in the group, report the ratings of the experienced raters and read aloud the annotation to Exemplary Essay 1. Call attention to the deviations among the ratings posted on the chalkboard. (In the extremely remote possibility that there are few or even no significant deviations,

(CONTINUED on page 18)

ESSAY NUMBER: 1

TOPIC: What are the essential characteristics of a good teacher?

There are many essential characteristics which a good teacher needs. The characteristics which I feel are most essential are an interest in their job and their students, an understanding of their students and their problems, enthusiasm for their work, ability to be honest with their students and themselves, and willing to listen without making judgement.

First of all a teacher must be interested in her job and her students. If she's not, this lack of interest will be communicated to her students and may have a negative effect on them. If the teacher appears disinterested ~~[illegible]~~ it affects everyone.

A good teacher must also have an understanding of their students. They must be able to relate to them and communicate with them at their own level. If communication channels are kept open and the teacher generates understanding her rapport with her students will be good. Honesty and a willing to listen without making judgements go along with this also. The teacher must be honest with

her students so they can trust her. If she betrays this trust it will most likely cause to close the channels of communication. She must also be honest with herself because she may receive criticism from her students about herself or her work. She must be able to look at this criticism honestly and see if it's relative. She must feel confident about herself and her work to be able to do this. She must also be honest with herself if something she has planned fails. The willingness to listen to a student alone is very important. This can make the student feel worthwhile and important and not just like another face in the classroom. If a student comes to her with a problem she must not only be willing to listen to him but also to reserve judgement on him.

Enthusiasm for their work is another important trait and goes along with interest. If a teacher is enthusiasm and puts a lot into

her work, this will be generated to her kids. If she uses a variety of activities and ways to teach things it may keep the student from becoming bored.

7.

ESSAY NUMBER: 2

TOPIC: Which person in public life do you most admire and why?

The continuing growth and development of ~~America~~ society is a major contributing factor to the vast ~~problems~~ escalating problems the world must deal with. It is with this basis that my admiration must ~~go~~ be given to those people who give of themselves to benifit others who are in need. To single out one human which is deserving of the most admiration is a difficult task due to the scope of the possebilites. Having a very limited knowledge of the great men + women of history burdens my ability to fairly select and justify my greatest admiration. It is with this in mind that I feel Martin Luther King Jr was and still is because of his permenent mark on society for the betterment of mankind ~~is~~ a man with the most admirable of qualities. ~~He~~

Mr Kings abelity to have a dream and strive to reach that goal no matter the pressure or obsticals was unequaled in recent time.

He saw a need for change in society for not only his peoples benefit but for the benefit of the society on the whole. Because he was a man of great desire the prospect of adversity to his ideals was never a factor in any of his decisions, this being evidenced by the fact that he was killed at a late time when he was ~~putting~~ putting forth his greatest effort despite the ~~fact~~ fact that ~~such~~ murder threts were common place.

In my eyes any man who wants so badly to make the world a better place for all men that he gives his life must be unequaled. I am certain that there have been in the past and will be in the future many men with these qualities and with a cause to direct them towards that Dr King will be only a member of this elete group, possibly the most admirable of this group but ~~unfortunate~~ unfourtnately only a member. Dr King was a great man with an even greater cause ~~to~~ and his effect on society proves this

9.

ESSAY NUMBER: 3

TOPIC: Should sex education be taught in American public schools? Why or why not?

The subject of sex education in the public schools has been a highly heated arguement. There should be a sex education in public schools for the sense of education.

Many of the sexual problems of society today may be caused by not have a properly educated public in the subject of sex. These problems can be defined by that of illigement children and by diseases. With sex education you can teach the children in ways of contraception and birth control. also they can be taught in the detection of diseases such as V.D. and cancer.

The argument used by people against it is that it will make children more aware of sex and then procede to doing it at an early age. This is very wrong because children will see it and not think it is wrong and may not do as an expirement.

And if the children are all ready doing it then it may stop these unwanted babies and spung marriages. If they already are doing sepual actions they might as well be sage about it. There are just a few reason for it.

In this paper I as the writer am saying that sex education in the public schools should be taught. This is an very important subject and should be taught to the spung as well as the old. Sex is not something durty but something done by all things in nature. Sex education is a subject worth learning about.

ANNOTATIONS TO THE EXEMPLARY ESSAYS

Exemplary Essay #1--An essay rated 2 by each of three experienced raters
An essay of average competence

Topic: What are the essential characteristics of a good teacher?

Commentary: This essay treats the topic, though rather superficially. It reflects some concern for organization and development of ideas, though in a rudimentary way. Sentences are structurally repetitious; syntactically, the essay is flat. Usage is generally accurate, though there are obvious lapses on occasion, particularly in pronoun references and agreement. There are a few minor errors in spelling and punctuation.

Exemplary Essay #2--An essay rated 2 by two experienced raters and 1 by a third experienced rater
An essay straddling the borderline between competence and incompetence

Topic: Which person in public life do you most admire and why?

Commentary: This essay deals with the topic, but its style impedes its sense. The essay lacks clarity. It is wordy and often syntactically awkward, problems which are compounded by cumbersome, inflated usage. There are some errors in spelling and punctuation.

Exemplary Essay #3--An essay rated 1 by each of three experienced raters
An incompetent essay

Topic: Should sex education be taught in American public schools? Why or why not?

Commentary: This essay does little more than state, repeatedly, the writer's opinion that there should be sex education in the schools. The topic is given insufficient treatment; there is virtually no evidence cited to support the position and no development of any related idea(s). The writer uses paragraphs and sentences, but they are consistently ill-conceived. The paper is replete with discordant usage, and there are numerous misspellings.

mention this to the group--you may justifiably express surprise in doing so--and go on to the second essay.) Have the trainees read, rate, and discuss Exemplary Essays 2 and 3, individually, in the same manner: discuss the trainees' ratings as they are given--posting them on the chalkboard--report the experienced raters' ratings, and read the annotations aloud so the trainees can compare their impressions with the training standard.

TRAINER'S NOTE: DURING THE DISCUSSION OF THE FIRST THREE EXEMPLARY ESSAYS, EMPHASIZE THE IMPORTANCE OF MAINTAINING A CONSISTENT APPROACH TO THE RATING OF ALL ESSAYS, USING THE RATING CRITERIA AND THE OPERATIONAL DESCRIPTIONS. REMIND THE TRAINEES THAT STRONGLY HELD PERSONAL DISPOSITIONS TOWARD PARTICULAR WRITING FEATURES, SUCH AS EXCESSIVE CONCERN FOR SPELLING, SENTENCE FRAGMENTS, OR PENMANSHIP, WILL BIAS ONE'S HOLISTIC IMPRESSION OF AN ESSAY.

POINT OUT TOO THAT ESSAYS CONTAINING NONSTANDARD DIALECT FEATURES AND/OR EXTREME STATEMENTS OF A SOCIAL, POLITICAL, OR PERSONAL NATURE MUST BE EVALUATED--AS ALL OTHER ESSAYS--ACCORDING TO THE CRITERIA, REGARDLESS OF THE RATER'S PERSONAL FEELINGS FOR OR AGAINST SUCH FEATURES AND SUCH STATEMENTS. TRAINEES WHO CANNOT OR ARE NOT WILLING TO RATE ESSAYS IMPARTIALLY WILL NEED TO BE EXCUSED FROM FURTHER PARTICIPATION IN THE TESTING PROGRAM.

The group is now ready for the second set of Exemplary Essays--4, 5, and 6 (pages 11-20 in the Trainee Handbook). If the trainer feels that additional whole-group discussion of ratings is desirable, the essays may be handled in the same manner as the first three. If however, the trainer feels that the trainees have made progress in understanding and using the holistic rating process, a small-group approach can be adopted, as follows:

Ask the trainees to rate the three essays independently, making sure to reread the operational descriptions of the four levels of writing competence before reading and rating the essays. Remind them to read each essay only once. After everyone has read and rated the essays, break the trainees up into groups of three. (If the total

(CONTINUED on page 2923

ESSAY NUMBER: 4

TOPIC: What values do you feel schools should attempt to impart to students?

Schools have long been repositories of social conscience. Regardless of their real impact on students — a subject zealously debated by all sorts of critics — schools are expected to be the chief purveyors of values deemed important by society. While I disagree with much of the conventional dogma of public education, which emphasizes a storybook assortment of virtues, I do feel that schools can and should contribute to the stock of values students acquire. Among the most significant of these are a sense of responsibility and independence, a respect for learning and intellectual achievement, and moral sensitivity.

Self-reliance and a personal code of responsibility are promoted in schools but more in word than in deed. I'd like to see schools give students greater freedom to do broader, deeper work and hold them accountable for it. Such an effort would in effect countermand the current craze (what better

term to describe it?) for basic skills and minimum competencies, which has helped to foster ~~an endemic~~ a disdain for excellence and an avoidance of personal challenge. People do not learn to be independent and responsible through exhortation, but rather by practicing independence and responsibility in situations demanding them.

A greater insistence on personal responsibility and independence would bring with it, I think, a deeper respect for learning and intellectual achievement. Far too much academic work is motivated by external payoff - grades - leading inevitably to a marketplace view of intellectual ability ~~ttjified~~ ttjified by the frantic scramble of high school seniors for high SAT scores. What has happened to learning for its own sake, to intellectual endeavor spurred by nothing more than the distinctly human joy of using the mind purposefully and

well? Schools, the very places designated for the rigorous exercise of the intellect, can certainly reassert the value of high academic achievement unclouded by the concern for future earnings potential. The best schools do this already.

So, too, could the schools do a better job of helping students to develop moral sensitivity. I don't mean morality — parents and churches are given this charge — but a sense of ethical behavior. If, for example, students were given a chance to have some say in the ways their schools were run, they would be in a better position to see the effect of rules on questions of right and wrong. Schools could provide the opportunity for students to measure their own behavior in matters of immediate importance to them rather than provide training in abstract moral precepts.

If I could have attended schools that emphasized these values, I believe I would have developed into a better citizen than my schools have taught me to be. Perhaps, though, I should ask myself where and how I acquired the values I have expressed in this essay.

ESSAY NUMBER: 5

TOPIC: What are the essential characteristics of a good teacher?

Good teachers are essential in our schools. One essential characteristic is for the individual teachers to be interested in teaching children. A second characteristic is for the teacher to have some creative teaching abilities to help the students learn. A final characteristic is for the teacher to be understanding and care about his or her students. These three characteristics are just a few of the many things needed in being a good teacher.

Teachers should be interested in teaching because if they are not, the students should not be expected to be interested in learning. Teachers should like to teach children or they really have no business in the teaching profession. Teachers should want to help students learn what they will be needing throughout the rest of their lives.

Another essential characteristic for good teachers is that they should have ~~some~~ some creative teaching abilities. Teachers need to spend much time on thinking how to make work interesting

enough so children will want to learn. There are some kinds of work that is hard for teachers to make interesting, but for the most part, interesting work is essential. Also work can be fun and easy to learn if presented in the correct way.

A final ~~characteristic~~ characteristic is for teachers to be understanding and care about the students. Students need praise from teachers as well as from parents and peers. This makes most students feel good about themselves and they will want to work harder for more praise. Teachers should also take time in helping individuals as much as possible with their learning questions or problems.

In summary, teachers play a very important part in the learning processes of students. The teachers should want to teach, teach in an interesting way, and care about the students. Teachers need these three characteristics and many more in order to be successful in the teaching of children.

ESSAY NUMBER: 6

TOPIC: Which person in public life do you most admire and why?

The person I admire most in public life is Billie Jean King because of her involvement and dedication to the women's sports movement. I am a Physical Education Major and can strongly relate to her opinions and ideas concerning women in sports.

She has been a major force in encouraging women to participate and feel good about being active. Starting with the women's professional tennis circuit, she has been a dominant personality to upgrade the prize money. In the early seventies, she and a few other women signed professional contracts for one dollar each. That was a beginning, ever since she has been on the move to increase prize money for women. Repetitious press conferences, exhibitions, endless promotions, and long hours filled her days for many years at the start of this movement. Because of her exceptional playing skill and endless promotion, people began to notice that women can do well in sports, and more important to the promoters, that it can be a profitable business. She created the beginning and other women followed her lead. Soon,

there was a Women's Professional Tennis Circuit sponsored by Virginia Slims. This provided women with weekly competition against the best players, and at the same time provided them an attractive income.

Through the years television, magazines of all sorts, and other media have covered women's tennis. The bubble has burst; now girls start playing tennis at a early age in hope of becoming another Billie Jean King. Housewives go out on the courts and dream of playing like BJK. She has opened the door for many females to go out and play tennis and feel good about doing it.

Since BJK is an international celebrity, anything she says or does is put in print. She has used her press coverage to support other sports for women. She has made a great deal of money and because of this advantage she has been able to start a magazine and also buy a Women's Professional Softball Team.

The magazine, Women Sports, was started in 1974 and she ~~threw~~ served

as publisher. It covered all areas of women in sports and provided coverage and publicity that might not have been provided otherwise. She bought the Connecticut franchise of the Women's Professional Softball League. She is an avid supporter of the team and league and has provided alot of publicity for it.

The aspect that I admire most about her is the way she has used her public image to promote all women's sports. Being a star and earning all the money that she does she could have sat back and not cared a bit about other sports. But she cared enough to use her talent, money, and energy to make things happen for other women. Time after time, I read about her encouraging other youngsters to make the decision to dedicate themselves to something and stick with it. If you want to be good at something it takes hard work and time. She has opened the door for women to earn a living in sports and

through her efforts many more women are participating in sports today.

Through her efforts men and women have seen that professional sports for women are profitable to the promotor and successful for the participant. Little girls are starting to participate in sports in mass quantity, more people use their leisure time to do something physical, like playing tennis. She may not be the direct facilitator of these activities, but I'm sure people have heard her opinion on women in sports.

number of trainees does not allow all groups to have three members, use groups of three and four alternately).

TRAINER'S NOTE: THREE IS THE SMALLEST NUMBER OF RATERS PER GROUP FOUND TO YIELD SUFFICIENTLY HIGH LEVELS OF RELIABILITY. GROUPS OF THIS SIZE WILL BE USED TO RATE ESSAYS WRITTEN ON THE FLORIDA TEACHER COMPETENCY EXAMINATION SUBTEST IN WRITING. HENCE THAT NUMBER IS BEING USED IN THE TRAINING SESSIONS.

Have each group compare and discuss the ratings each member has given each of the three essays. Appoint, or have each group elect, a spokesperson, who will be responsible for recording the substance of the group's discussions and for reporting it at the general session to follow.

REMIND THE TRAINEES TO KEEP REFERRING TO THE OPERATIONAL DESCRIPTIONS IN THEIR SMALL-GROUP DISCUSSIONS. CHECK PERIODICALLY THE DISCUSSION IN EACH GROUP TO MAKE SURE THIS IS BEING DONE.

After the groups have discussed the three essays, reconvene the trainees in general session. Ask the spokesperson in each group to report the members' ratings for each of the three essays, and list these ratings on the chalkboard by group. Then have each spokesperson report on the discussions that occurred in his or her group, noting any special problems it encountered.

TRAINER'S NOTE: THERE WILL TYPICALLY BE MUCH MORE DISAGREEMENT ABOUT AND DISCUSSION OF ESSAYS OF MIDLEVEL QUALITY--THOSE RATED 2 AND 3--THAN OF ESSAYS OF LOW OR HIGH QUALITY--THOSE RATED 1 AND 4. IT IS ESPECIALLY IMPORTANT TO DISCUSS THOROUGHLY THOSE ESSAYS STRADDLING THE LINE BETWEEN COMPETENCE AND INCOMPETENCE--BETWEEN RATINGS OF 1 AND 2.

If the need arises, reiterate and discuss again the importance of adhering to the established evaluation procedures--particularly in essays containing controversial features.

After these three essays have been rated and discussed, refer to their annotations.

READ ALOUD AND DISCUSS THE ANNOTATIONS FOR EACH ESSAY, NOTING HOW THE ESSAY FITS THE DESCRIPTION OF THE PARTICULAR LEVEL(S) OF COMPETENCE IT HAS BEEN ASSIGNED BY THE EXPERIENCED RATERS. COMPARE SPECIFIC FEATURES OF ESSAYS TO BRING OUT DIFFERENCES IN RATINGS.

Tell the trainees that when the actual writing subtest is administered, there will be two rules for referring essays receiving discrepant ratings to a referee, whose rating will replace the most discrepant one:

1) if any rating in the set of three differs from any other by two or more; and

2) if the combination of ratings is 1 1 2.

List all possible combinations of ratings on the chalkboard and underline those falling under rule #1; check that one which falls under rule #2, as follows:

1 1 1	1 3 3	2 3 4
1 1 2 ✓	1 3 4	2 4 4
1 1 3	1 4 4	3 3 3
1 1 4	2 2 2	3 3 4
1 2 2	2 2 3	3 4 4
1 2 3	2 2 4	4 4 4
1 2 4	2 3 3	

Discuss the rules briefly, if necessary. Call attention to the trainee ratings, listed by group on the chalkboard, of the three Exemplary Essays just rated and discussed. Point out the ones in each group which are discrepant.

TAKE A SHORT BREAK

Exemplary Essay #4--An essay rated 4 by each of three experienced raters
An excellent essay

Topic: What values do you feel schools should attempt to impart to students?

Commentary: This essay is sharply focussed, unified, and distinctively effective. It treats the topic clearly, completely, and in suitable depth and breadth. The essay is very well organized and develops ideas appropriately. It has a firm command of paragraph and sentence structure, and it is syntactically smooth and, at times, elegant. Usage is uniformly sensible, accurate, and sure. There are no errors in spelling, capitalization, and punctuation.

Exemplary Essay #5--An essay rated 2 by two experienced raters and 3 by a third experienced rater
An essay straddling the borderline between average and above-average competence

Topic: What are the essential characteristics of a good teacher?

Commentary: This essay treats the topic adequately though not in much depth. It is well organized: it is, in fact, a classic, school-taught, five-paragraph theme, with an introduction, a body, and a conclusion. Syntactically, it is flat and repetitious. Usage is pedestrian. The paper contains few, if any, errors in spelling, punctuation, and capitalization.

Exemplary Essay #6--An essay rated 3 by each of three experienced raters
An essay of above-average competence

Topic: Which person in public life do you most admire and why?

Commentary: This essay is well focussed and unified, and it is clearly though not distinctively written. It is well organized, develops ideas appropriately, and gives the topic sufficient treatment. Usage is generally accurate, and syntax is reliable. The essay shows a good grasp of sentence and paragraph structure. There are a few minor errors in punctuation.

Reconvene the trainees and have them look at pages 21-29 in their Handbooks--Exemplary Essays 7, 8, and 9. Use the small-group approach described on page 29 in reading, rating, and discussing these essays.

TRAINER'S NOTE: IF THE SMALL-GROUP METHOD WAS USED FOR EXEMPLARY ESSAYS 4, 5, AND 6, ASK THE TRAINEES TO FORM NEW GROUPS OF THREE IN WORKING WITH THESE ESSAYS, SO THAT EVERYONE MAY SHARE IMPRESSIONS AND RATINGS WITH AS MANY DIFFERENT RATERS AS POSSIBLE.

After these essays have been read, rated, discussed in small groups, reported upon in general session, and posted on the chalkboard, refer the trainees to pages 40-43 in their Handbooks--the Annotations to the Exemplary Essays. Read the annotations to Essays 7, 8, and 9 aloud as the trainees follow along, and discuss them with the group in light of the ratings given by the trainees.

TRAINER'S NOTE: THE ANNOTATIONS FOR ALL TWELVE EXEMPLARY ESSAYS APPEAR IN THE TRAINEE HANDBOOK, THOUGH UNTIL NOW THE TRAINEES HAVE NOT BEEN DIRECTED TO LOOK AT THEM. ASK THE TRAINEES NOT TO LOOK AT THE ANNOTATIONS TO ESSAYS 10, 11, AND 12, IF THEY ARE TO BE USED IN THE TRAINING. SEE SECTION IV, BELOW.

(CONTINUED on page 43)

ESSAY NUMBER: 7

TOPIC: Which person in public life do you most admire and why?

Rev. Jesse L. Jackson, This is the person in which I admire most in public life. Because Rev. Jackson had a true meaning to the Black America Race and he believes in his self as well as God. I have seen Rev. Jackson on some T.V. talk shows and I listen to the whites in the and trying to confuse him, the man is to intellegance for this. Rev. Jackson is one of this nation poderful Black men, and he knows that as well as the whites do also. I think he's the follow-up person to the late Dr. Martin Luther King Jr. A man who belives in himself, Race, people and Rel. if he not hadn't been shoot and kill this was to be the first Black president of the united states. This man Rev. Jackson is a born leader, one that will speak up for himself and one most important factor the man has an Educatiok and knows ~~to~~ how, when, & where to show it as well. If we could just get this man in the white

house (at a high chair) I think there would be more jobs, less people going hungry and an equal opp. for Blacks. How can America keep sending people to the moon or some where outa space when there are people on earth. with no food or a place to stay.

Yes the Rev. Jackson is one Black man who has made some of himself and wants to help others but he hasn't had the chance to take the big step forward.

And That's one Black's opinion, what's your?

ESSAY NUMBER: 8 -35-

TOPIC: What are the essential characteristics of a good teacher?

In my field of study I have come across many different opinions of what the characteristics of a good teacher are. In physical education there are similarities and differences in relation to the "regular" classroom instructor.

The similarities of characteristics in a physical educator and classroom educator fall into generalized instruction areas. The first of these is a genuine love of children. Along with this aspect is a concern for the children's welfare, understanding, ~~patience~~ patience, and the ability to place yourself in the child's situation. All of these characteristics can be an essential aspect to people in everyday situations, also.

When it comes into differences of characteristics in a physical educator and classroom educator, there aren't really differences, but added characteristics essential to the physical educator. The most

important is the ability to perform what you are teaching. By this I mean that if you, as a teacher, are requiring students to display a reasonable amount of skill in; say basketball, then you should be able to demonstrate exactly what you want them to do. If you can't demonstrate the skill then you really shouldn't expect the student to perform it. Another aspect related to this area is that of understanding how this skill can be useful. There needs to be a reason for asking the child to perform. Testing is used for many evaluative measures, for example: measuring skill level of children, measuring how effective the teacher is in instruction, setting up standards in relation to other children, measuring how well the student understood the material being presented and it is used as a device to help teachers all how to improve instruction.

If you give a child a test with no anticipated outcomes or with no objectives in mind then you are wasting valuable time that the student could be using elsewhere.

Another related aspect here is setting a good example. The best way to keep children motivated is to show them the benefits and show them how much you enjoy what you are doing. The best example in physical education is for the teacher to stay in excellent physical shape. By doing this - you are a fine specimen to show them the benefits from participating in physical education. Try to show proof of the benefits and show them how you keep physically fit. Most important here, give them an opportunity to achieve the same goal.

One of the most important characteristics of a physical education teacher is an awareness of safety. Statistics show that about 80% of

all accidents involving children happen in physical education. Because of this fact & because of the nature of the classes. Physical education teachers must take extra precautions to provide a safe environment. These precautions include: knowing the health status of all your students, knowing the skill level of all your students, providing proper instruction and supervision of students, making sure that the buildings, grounds, playing areas and equipment are safe and secure, and foreseeing any possibility of danger that exists. This awareness of safety is also very important to the teacher of athletics (a coach).

As you can see there are characteristic similarities to any student educator but there are differences in each specific area of instruction. All teachers must have the understanding & knowledge themselves if they expect to convey this information to their students. This I feel is the

27.

foremost important characteristic of a good teacher.

28.

ESSAY NUMBER: 9

TOPIC: How much and in what ways does television affect you?

Television could be of great value to the nation if used properly. The importance of this great invention stands out. However, I feel that television is being misused.

When I watch television, I only watch to see the news. Sports events and educational programs are also of interest to me. For these reasons, television only has good effects on me. I am very concerned with foreign and public affairs discussed on the news. They sometime interest me to get involved in politics.

I feel that each show should be evaluated and screened before it is allowed to be aired. There have been many case studies which show the correlation between children's action of violence and television shows. I feel that ~~it~~ it is the right of every person to respond to these bad television shows. There is a need for both television stations and parents to evaluate the television program and to see if is proper for their children as well as for other children watching. Violent crimes would fall if television programs

did not brainwash ~~that~~ these violent acts of crime into our childrens mind.

There is a strong need for more educational and sports programs which do not currupt our children's mind. I personally feel that most television programs are of little interest to me. Most television shows are trash.

I became concerned about many of the nation's problems when watching specials about them. There is a need to cut back on our resources and to help the economy.

The best possible prevention against violent television shows is to fight ~~for~~ for our rights, to rebel against these violent acts and to ~~turn~~ turn the television set off.

Exemplary Essay #7--An essay rated 1 by each of three experienced raters
An incompetent essay

Topic: Which person in public life do you most admire and why?

Commentary: This essay lacks unity and focus. It wanders off the topic and fails to develop at all the two ideas presented in its opening lines. Paragraphing is virtually nonexistent, and there are numerous wrongly used sentence fragments and faulty constructions. The syntax is often muddled. Usage problems abound: inappropriate abbreviations, inflections, wrong words and wrong forms of words. There are many errors in spelling and capitalization.

Exemplary Essay #8--An essay rated 3 by each of three experienced raters
An essay of above average competence

Topic: What are the essential characteristics of a good teacher?

Commentary: This essay is reasonably well focussed and unified. The writing is generally clear. The essay is well organized and treats the topic sufficiently. Usage is usually reliable, and a good command of sentence and paragraph structure is demonstrated. Syntactically, the essay is reliable if a bit flat. There are a few minor errors in punctuation.

Exemplary Essay #9--An essay rated 2 by two experienced raters and 1 by a third experienced rater
An essay straddling the borderline between competence and incompetence

Topic: How much, and in what ways, does television affect you?

Commentary: Except for the second paragraph, this essay does not treat the topic. There is some development of ideas which are themselves only tangentially related to the topic at hand. Organization is spotty, though a sense of paragraph and sentence structure is revealed. Usage is reasonably accurate. Syntax, except for an occasional lapse, is fairly consistent. Spelling, capitalization, and punctuation are good.

IV. DETERMINING THE EFFECTIVENESS OF THE TRAINING

At this point, the trainer must decide whether the trainees have achieved an acceptably high level of rater-to-rater agreement in their holistic evaluation of essay samples. If so, the training session should be concluded according to the procedures outlined in Section V. If not, Exemplary Essays 10, 11, and 12 should be used for additional practice, using the small-group method and the annotations in the same manner as for Essays 7, 8, and 9.

TRAINER'S NOTE: ACCEPTABLE LEVELS OF INTER-RATER AGREEMENT MAY, IN YOUR JUDGMENT, BE REACHED BEFORE THE RATING OF EXEMPLARY ESSAYS 1-9 HAS OCCURRED--AFTER THE FIRST SIX, FOR EXAMPLE. IF THIS IS SO, USE ESSAYS 7, 8, AND 9 TO CONFIRM YOUR JUDGMENT. THE TRAINING SESSION SHOULD NOT BE CONCLUDED BEFORE THE FIRST NINE EXEMPLARY ESSAYS HAVE BEEN READ, RATED, DISCUSSED, AND COMPARED WITH THEIR ANNOTATIONS.

(CONTINUED on page 55)

ESSAY NUMBER: 10
TOPIC: What values do you feel schools chould attempt to impart to students?

~~Values~~ Values - desire for continued learning, desire to excell, respect for self, respect for others

~~Schools have always had the job of teaching value~~

Schools have always been shouldered with the responsibility of imparting values to children. Whether or not the teaching of values is ~~x~~ in fact possible is uncertain, at least in my mind. However, given that it may be possible, we do try. I will try when I am a teacher. The values which I think the schools should attempt to impart to students, are a desire for continued learning, a desire to excel in your chosen field, a sense of respect for other people.

Continued learning is a vital aspect of living. One's growth as a person depends on learning, and growth is necessary to ~~+~~ fulfill ones fullest potential. It is often the sad case that a

child will drop out of school, hating the stilted concept of learning which ~~past~~ incompetent teachers have impressed upon him. Still more often, students wait out the time and graduate, and once they are out, think back on school and learning as an unimportant sideline in the freedom of their youth.

These people hold back the progress of humanity. If all loved learning, we should have a far saner world, and probably a happier one. In order to raise ~~to~~ truly ~~Top~~ self-actualized individuals, and thus a truly successful nation, our children must learn to love to learn.

Secondly, ~~as well as learning~~, a desire to excell should be "taught" to our children. The satisfaction gained from pushing your self to the limits in what you ~~Enjoy~~ do is a deep one. Much of what occurs today in this world is performed by people who are not doing their best; they are just trying to get along without too

much work. In a democracy, where the ~~stand~~ combined free will of all is the driving force, a desire for excelling would increase production, cut waste, and in general, tone up the nation.

A third value worthy of imparting to our youth is respect for oneself. If you do not respect your body, it will waste away and be worthless, more a hindrance. If you do not respect your intellect and your values, you will be a shell of a person, without depth and character. All in all, you will probably die young and unhappy. A nation of people without respect for themselves will be a very non-productive, anti-social nation. Also, self-respect is a necessary condition for the final value which I feel ~~xx~~ is important to teach. That value is respect for others.

Respect for others is a necessary condition for law and order, ~~for democracy~~ and indispensable for a democracy. Without respect for

others, there is no reason not to kill, steal, or treat others unfairly in any aspect of life. Clearly then, for a nation to not only hold its own, but to progress, its people should respect each other.

Although I realize my statements are purely subjective, I believe they merit thought. I think life without values is not really life in the fullest sense of the word, and I think the reader, after careful thought, will agree with what I have said.

ESSAY NUMBER: 11

TOPIC: Should sex education be taught in American public schools? Why or why not?

The topic of sex education being taught in American public schools is very controversial. Many parents believe it should not be taught. This may be because they feel its part of the role of parenthood. Then on the other hand, many parents feel its a good idea to teach sex education in the schools, because either they're unprepared to teach it themselves, or maybe because they feel their children need to hear it from others, not just the parents. Whatever the reasons, its still a topic of much discussion.

My viewpoints come both from me as a student when I had sex education in school; and as a future parent. In both instances I strongly feel sex education should be taught. The subject is presented to them or should be in an adult like manner. I found it was easier to talk to a "professional" about this because she or he was interested and the student could have his undivided attention, either before,

55.

during, or after class. From the view of a future parent I think it's great. I am sure there are questions my son or daughter would feel funny asking me. Such as birth control methods. As a parent I would be very thankful if someone taught my children the correct ways, and safest ways of birth control. Whether this pertains to them now or in the future. It's something they should know.

Also, I feel it's very important to learn about your body. How it works and why it does the things it does. A child going through adolescence should be aware of this. That's a hard time for all kids. Why not help make it easier for them.

One last comment I would like to make is that sex education should be taught in both elementary and secondary schools. Sex education has a lot of important items to cover. I hate to see questions unanswered, or never brought up, because of not enough time for it. Sex education should be the part of every curriculum. I personally had sex education in 5th grade, 7th grade and my freshman year in high school. Each time I had many questions, and the classes were not redundent. Yes,

I think sex education should be taught in the American public schools.

ESSAY NUMBER: 12

TOPIC: Do you favor or oppose the women's liberation movement in the United States? Explain why.

I am strongly in favor of the Equal Rights Amendment, however I do not necessarily agree with all aspects of the women's movement. There are so many issues that are put under the category of women's liberation. Some women's organizations seem to want to have a group opinion on issues like abortion, child care and other topics. I feel that it is best to look at the issues one at a time. I feel I can be for one aspect and against another. Realistically, can there ever be a "women's" opinion on all these issues? I felt the women's international convention a few years ago was asking too much of women from different backgrounds who could get a group of men together to agree on issues like abortion, birth control, working outside the home, etc.?

I feel the Equal Rights Amendment, in this country would be a good thing. Women still do not get equal pay for equal work. I personally, know of several cases of discrimination

on the job, with friends, going on now. It depends on where you work. Some States, such as Louisiana, give very little rights to women. The husband, for instance, has control over the property even after they're divorced. I think things have been attributed to the Equal Rights Amendment which aren't realistic such as men and women sharing the same bathroom. I feel there are some risks of bad outcomes but I feel it is worth the risk and all laws like this can cause problems. I wish we would learn from the mistakes of the Civil Rights movement, such as busing. The fact that the law is broad, however, cancels out the argument that this is just more moving in ~~by~~ by the federal government. This gives States the chance to work out details within these new rights and issues can be taken one at a time. ~~At least ERA~~

There are women's organizations working hard for ERA but because of some other issues associated with, I back away. I ~~disagree~~ also don't like some attitudes, which come

out in articles I have read. Some working women are a little smug and statements like "I got tired baking cookies and talking about laundry detergents so I decided to go back to work" are patronizing to a homemaker. Everyone should have the freedom to be himself, construction worker or housewife.

I feel we need ERA for security. The climate in a few years may not be as liberal, in some states it never has been. Granted, the law may not change attitudes but women need the opportunities to prove themselves before these attitudes will change. The Supreme Court does not seem to be acting on this issue. The movement, itself, over the years, has changed some things just by its attempts to win ERA.

Exemplary Essay #10--An essay rated 3 by two experienced raters and 4 by a third experienced rater
An essay straddling the borderline between above-average competence and excellence

Topic: What values do you feel schools should attempt to impart to students?

Commentary: This essay is unified and well focussed. It is clearly and, at times, distinctively written. It treats the topic with considerable thoroughness--given the writer's point of view--and it is organized surely and effectively, developing ideas sufficiently and appropriately. The essay has a firm command of sentence and paragraph structure. It is syntactically smooth. Usage is sound and almost always accurate and sensible. There are virtually no errors in spelling, capitalization, and punctuation.

Exemplary Essay #11--An essay rated 2 by two experienced raters and 3 by a third experienced rater
An essay straddling the borderline between average and above-average competence

Topic: Should sex education be taught in American public schools: Why or why not?

Commentary: This essay treats the topic adequately if not thoroughly. It gives some attention to focussing and shaping and has some degree of unity. It contains some sentence fragments, one or two of which may be deliberate. There is some syntactic awkwardness; though much is clear. Usage is generally accurate, though some faulty pronoun references are present. There are a few errors in spelling and punctuation, but not serious ones.

Exemplary Essay #12--An essay rated 2 by each of three experienced raters
An essay of average competence

Topic: Do you favor or oppose the women's liberation movement in the United States? Explain why.

Commentary: This essay is a reasonably clear and reasonably sufficient treatment of the topic. It suffers at times from awkward syntax, faulty sentence structure, and "overloaded" paragraphs. Except for an occasional lapse, usage is fairly accurate. There are some errors in punctuation.

The trainer's decision rests on a personal judgment of the effects of the training on the trainees' progress as raters. To guide his or her judgment, the trainer can refer to the following expectations, which experience has shown to issue from a well-managed training session involving serious, co-operative trainees:

1) the ratings of essays done after some practice and discussion have taken place should show greater inter-rater agreement than those done at the beginning of the training session;

2) as the training proceeds, discussion about ratings should center more pointedly on specific criterial elements and their execution in a particular essay;

3) raters should show an increasing willingness to use the operational descriptions of writing competence in rating essays and to cite relevant elements of them in discussion.

As an objective measure of progress, the trainer can keep a record of the number of essays receiving discrepant ratings (those which would be sent to a referee). The number of these should decline as the session continues and the trainees become more accurate and reliable raters. While it is difficult to predict the actual number of essays which will receive discrepant ratings in a training session, it is not unusual for up to 50% of those rated during a first attempt at holistic evaluation to receive discrepant ratings. Similarly, a drop in discrepant ratings to about 20% or 25% is not

uncommon for essays rated near the end of a training session, after considerable practice and discussion have taken place.

TRAINER'S NOTE: IN CONCLUDING A TRAINING SESSION, CALL TO THE TRAINEES' ATTENTION AS MANY OF THESE INDICATORS AS HAVE BEEN APPARENT.

If the trainer feels that additional training is warranted beyond that provided by the twelve Exemplary Essays, another rating session can be conducted using the three backup essays included in the Trainee Handbook (pages 57-66 in this manual).

IT IS EXPECTED THAT NO ADDITIONAL TRAINING WILL BE NECESSARY. THE BACKUP ESSAYS ARE PROVIDED MAINLY IN ANTICIPATION OF ANY SPECIFIC PROBLEMS THAT, IN THE TRAINER'S OPINION, CAN BE ELIMINATED BY ONE MORE BRIEF RATING SESSION.

(CONTINUED on page 67)

44.

TOPIC: Should sex education be taught in American public schools? Why or why not?

In todays modern, fast changing society, youths are exposed to many things which twenty years ago were not even talked about. With the increase of pornography in both literature and visual media young people are very aware of the "birds and the bees" and that sex is a thing to be desired. But the majority of young teenagers know nothing beyond what goes where, many not even knowing that pregnancy can occur. The question is, why don't kids have basic knowledge and understanding of human sexuality and its function?

Many people feel it to be the duty of the parents to educate their children on such matters. It's my belief that many parents are embarrassed about talking to their children about topics their parents said shouldn't be discussed. So there has been a chain reaction in the past with each generation of parent obeying the previous one about not talking about it. So where do kids get their knowledge? They get it out on the streets or out of magazines which usually is far from the truth and probably misleading.

Peer pressure among todays youth is stronger than in any previous period, there are more diverse areas in which to be pressured into. The majority of peer pressure concerning sex comes

from the males, they have just reached puberty and there's a great desire for experimentation, and that means a female. The uneducated female is very vulnerable to the many types of lies or ploys attempted by the male, while a female well educated of her sexuality can separate the lies from the truth and can save herself from anxiety or guilt feelings. In reverse, a sexually educated male might have the knowledge to realize the possible side-effects or consequences of his requests of a girl and possibly alter those requests for the better.

So how are the youths of America going to get educated about sex? Many don't get it at home, and those that get it outside the home get a distorted view, so why not a well organized sex education course in the schools.

Being taught in a professional manner about their bodies and its functions would give the kids a much clearer understanding of sex and all of its ramifications. Just feeling something something within your body is not enough, the question of why its happening and what it means is entirely more important. This understanding of why would eliminate most of the anxiety or guilt surrounding those feelings. The fear of the unknown would be gone.

After reising a television show about a home for unwed mothers, mostly younger than sixteen, and seeing how ignorant most of those girls were about sex; many didn't even realize how they got to be pregnant, I saw that sexually educated girls would not have to experience the trauma and social rejection that those girls had. Young teenagers ~~these~~ must be shown the dangers, young pregnancies have much higher risks, and all of the possible consequences of their actions. So let a professional who can speak candidly to the kids help them control their actions and destinies in an educated manner.

47.

TOPIC: Do you favor or oppose the women's liberation movement in the United States? Explain why.

Being a women in the United States today, I can't help but have an opinion that effects my views and feelings towards the Womens Liberation Movement. Somehow not ever feeling the need for involvement before, recently different instances have effected my personal life which have made me more aware as to what is taking place between men and women today.

For a change to take place in any way, it seems to be a fashion that it be brought out in the open in a radical way. After all the shock & inaignation have taken place and the parties involved have taken extreme opposing views, a meduim stance is somehow found which moves the change into a more comfortable view.

I feel that this is what has taken place with the womens liberation movement today. As for my opinion, I

agree that a new respect for women as important and necessary human beings is in order. ~~[illegible]~~ I am not too impressed with the militant and radical approaches that have been instigated, but I realize that if these things had not taken place, this movement would never have ~~[illegible]~~ gained any attention. ~~[illegible]~~

For too long now, women have been left out of the picture in terms of job positions, unequal salaries, and even in what are their capabilities. A lot of discriminations have taken place.

I am fully aware that if I were to have to make it entirely on my own with no male help I would get by w/ relatively few problems. As a human being I have self confidence in myself and know I have capabilities to succeed.

~~[illegible]~~

Also as a human being, I see a need ~~~~ far greater than that of womens liberation. Maybe it should be called human liberation. Men & women of all kinds of color and shape have been placed on this earth to live together in order to serve He who is Creator. If we could spend more time working on living & ~~~~ functioning together for this purpose, maybe there would be a greater joy in living. I will not be one to deny that I would like to live on an earth that was of one sex. There is an importance and a power that is accorded to both males & females. We are here together to live and love together. I see a need for men and women to become more sensitive to each others needs as well as their own and see if we can't work on being more compatible as human beings.

Then as these needs begin to be met, some of the oppressions & repressions will iron ~~them selves~~ themselves out creating a unity between the sexes instead of this "one-ity" that prevails today.

TOPIC: Which person in public life do you most admire and why? 51.

Modern History's most misunderstood personality ironically would've been mankinds' most revered leader, had he succeeded. Here is a man who is hated by people, nations, creeds and races. Even is own countrymen view him as a disgrace to their heritage. Yet in actuality a man who sought to blatantly and overtly implement in our world what the two most powerful and diametrically opposed ideologies are attempting in the most devious and covert manner.

This man sought to purify the world's races as a means to end racial conflict; others may say that assimilation would've been more humane. But in reality assimilation is nothing short of compromise; better than bad but less than best i.e.g., A black and a white gives you a mulatto which is no better than black nor white. Thus he found it necessary to eliminate rather than assimilate those races considered inferior to his own. And surely he would not of had stopped with the Jews but continued on to the Slavs, Spaniards, Arabs and onward.

His plan of ridding the world of the miasel of communism was much more effective than democracy's gift of free agency. Indeed the "free" world may of fought the wrong enemy in the infamous World War II.

Today it finds itself amid an ideological war of Poles, Hemispheres, East and West, Spheres of influence, theatre campaigns which tear nations, people, races and brothers apart at the seams. And all because opposition is allowed and even encouraged. Well the opposing force of totalitarian communism would of not it's just reward.

For the liberal minded, socially conscientious collectivist he provided national socialism as an end to laisse faire capitalism. Here pride would be instilled by mans service to the state rather than the party or on the otherhand the corporation. With all in service to the state workers would prosper. Thus ending class conflict for the liberal and poverty and misery for the conservative.

He sought a world empire thus putting an end to petty border disputes, trade embargo's and rival imperialism from both east and west. Indeed a world governmed with a world parliament, leader and justice. Enforced by a world bureacracy with an expanded concept not restricted to township, province, state or nation but subject to worldwide impact and implications.

Yes he fought a war and lossed and the victors turned on each other competed for territory, allies and spheres of influence. It was as if the constable caught the thief and then kept the loot. Who then is the thief? Had he won the entire earth would have been under a central power with only one army i.e., an internal army of domestic police thus his victory would've been the war to end wars not his defeat.

And finally he sought political socialization not through boy scouts, American legion, Lad Octobrists nor party cadre but through the regimentation of society from poor to rich from imbecile to genius; all in service to their State which would of had been their would.

How quick we are to despise those who openly seek those things which we only admit to ourselves in the darkest confines of our souls.

V. CONCLUDING THE TRAINING SESSION

Have the trainees look at page 54 in their Handbooks--the Guidelines for Raters.

READ AND DISCUSS THE GUIDELINES. REMIND THE TRAINEES TO KEEP THEM HANDY AND TO REFER TO THEM JUST BEFORE RATING A SET OF ESSAYS.

Explain the schedule that the trainees will follow during the time they are evaluating essays. Assign the trainees to the work stations they will be using during the evaluation sessions. Answer any final questions that arise. Dismiss the training session, giving the raters a time to report to their stations to begin work.

GUIDELINES FOR RATERS

Before beginning to rate a set of essays, remember to:

1. Reread the four operational descriptions of levels of competence.

2. Establish a mental "set" so you are ready to concentrate on reading and rating the set of essays, without distraction, from start to finish.

While reading a set of essays, remember to:

1. Read and rate the essays in the exact order you receive them.

2. Approach each essay separately; don't compare one with another.

3. Read each essay only once, unless the quality of the penmanship or waning concentration demands a rereading.

4. Avoid being influenced by your own dispositions toward particular writing features (spelling, punctuation, sentence fragments, topic sentences, penmanship, etc.).

5. Avoid being unduly influenced by nonstandard dialect features and by extreme statements of a social, political, or personal nature.

6. Stop after every ten papers or so and take a short mental break; relax, take a deep breath, etc., before returning to the rating task.

Referees should make certain to:

1. Read the right essay.

2. Return the essay to the exact place in the set it comes from.

3. Record the rating next to the proper code number on the Rater's Tally Sheet.